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ABSTRACT

A NATIONAL OBSERVER TEAM SURVEYED 335 HEAD START CENTERS DURING AN 8-WEEK SUMMER PERIOD TO LOCATE USEFUL INNOVATIONS AND DEVELOPMENTS IN PRESCHOOL EDUCATION METHODS WHICH MIGHT HAVE FUTURE IMPLICATIONS FOR THE WHOLE EDUCATIONAL SYSTEM. TEAM REPORTS AGREED THAT THE PROGRAMS HAD BEEN MORE SUCCESSFUL IN BOISTERING THE SOCIAL AND EMOTIONAL NEEDS OF THE CHILDREN THAN IN THE ADVANCEMENT OF THEIR INTELLECTUAL SKILLS. THE INTERACTION OF THE PRESCHOOLERS WITH THEIR TEACHERS AND TEACHER AIDES, WHETHER THESE WERE TEENAGERS OR ADULTS, WAS CRITICALLY IMPORTANT IN ESTABLISHING AN ACCEPTABLE LEARNING ENVIRONMENT. CONTACT WITH OLDER PERSONS ABLE TO RESPOND QUICKLY TO CHILDREN'S QUESTIONS AND NEEDS FOR ATTENTION ENCOURAGED AND REINFORCED DEVELOPMENT. MALE TEENAGE AIDES WERE ESPECIALLY VALUABLE AS MANY OF THE CHILDREN DID NOT HAVE SATISFACTORY FATHER CONTACTS AT HOME. IT WAS GENERALLY AGREED THAT THE ESSENTIAL TRAINING AND EXPERIENCE IN PRESCHOOL EDUCATION COULD BE GIVEN IN INSERVICE PROGRAMS OR IN SHORT INSTITUTE SESSIONS. LEARNING BY DOING WAS STRESSED BY ALL CENTERS, AND ADOLESCENT, PARENT, AND COMMUNITY INVOLVEMENT IN THE EDUCATIVE PROCESS WAS SUGGESTED BY THE SURVEY REPORT. (MS)

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U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PROJECT HEAD START AT WORK

... EDUCATION & WELFARE

Report of a survey study of 335 Project Head Start Centers

Summer, 1965

Executed for the Institute for Educational Development
by
Educational Testing Service
and a survey team of thirty-nine
distinguished observers

The Institute for Educational Development
200 Park Avenue
New York, New York
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PREFACE

Although the considerable financial cost of this survey study was paid by a corporate sponsor out of private funds, completion of the inquiry depended also upon the cooperation and support of the Office of Economic Opportunity--and upon the devoted professional efforts of scores of educators all over the country. Most of those who took part directly in the study are named in the early pages of this report. The others, the countless good people who made Project Head Start work in their communities and who welcomed visitors representing this inquiry, are not often named--but their contribution is here acknowledged no less warmly in a general way. To anticipate the ultimate generalization about Project Head Start in its first summer: Where it worked best, it consisted of able people working hard with good ideas in an atmosphere of freedom. To all those able people, the staff of this survey study owe a debt of thanks.

John E. Dobbin
Project Director

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PART I. INTRODUCTION

Background of the Survey Study

Project Head Start (PHS), with which this survey is concerned, has a social and professional context which affects not only its nature and history, but its implications as well.

President Johnson chose to relate Project Head Start to his anti-poverty program, a basic element in his domestic development policy. The project appears to have grown out of--and to fit naturally into--a series of social events that span nearly a generation. Moreover, the pockets of poverty at which PHS are aimed are the results of social and economic changes some of which have been going on for a century.

During this period, changes have also been taking place in the American system of education. This system is of a size and complexity that makes change not only uncomfortable for many people but also honestly difficult, yet great changes have come about. In this century Americans have undertaken universal education for the first time anywhere. We show a proper concern for "drop-outs" when only fifty years ago dropping out of school was normal for nearly all young people. We have multiplied the proportionate size of our college-going population many times over. The import of these things for the project being surveyed here is that together they have created an atmosphere of--almost an expectation for--<u>change</u> in American educational practice.

A part of the wider acceptance of change in education is accounted for by the quickening pace of education. Even fans of the little red schoolhouse have been impressed by the explosion of knowledge and the consequent speeding up of the educational process. Most parents who are in touch with education as it is today agree that on the whole their children are acquiring knowledge earlier and faster--possibly even better--than they did in the good old days.

These winds of change carry tantalizing scents of some things that are really new in the business of educating the young. Some of the old assumptions about how children learn are being challenged, even replaced, by newer theories and observations which have staggering implications for the educational process. The work of the Swiss, Jean Piaget, finally is becoming known outside the small circle of his long-time admirers. The hypotheses and observations of people like Jerome Bruner and J. McVicker Hunt are beginning to color the thinking of curriculum planners. Interventions like those of O.K. Moore and Martin Deutsch make exciting news. The focus of much of this new development is on early learning, on the teaching and conditioning of children before they reach customary school-entering age.

More or less cognizant of the symptoms of change that characterize American education in this decade, and responding to the social and emotional pressures that characterize their lives in our time, middle-class parents of young children have been growing more active (or at least more vocal) in their search for personal involvement in the early

education of their offspring. For historical reasons that reflect no discredit on either the schoolmen or parents, our twentieth-century society has developed the habit of holding parents at arm's length from the system that educates their children, and parents have easily rationalized the view that Willie's education beyond the age of six should be "left to the school." This attitude, too, is being shaken by the forces of change, so that parents are seeking leadership and materials for the doing of a job in early childhood education which they vaguely suspect needs doing before the child reaches normal school-going age. The appearance on toy store shelves of creative playthings and age-graded toys testifies to an increased demand for early learning materials to be used at home.

Into this context of educational change and of growing concern about the roles of parents and other laymen in education of the young, the federal government dropped a well-funded and educationally "loaded" summer program: Project Head Start. Aimed ostensibly at the children of poverty (and in most places limited wholly to the economically deprived), Project Head Start's most potent implications are for the education of <u>all</u> American children, for modification of much of the country's educational system, and for involvement of parents and communities on a broad scale in the formal processes for training the young. (See Appendix A.) The shock waves from Project Head Start are only now beginning to be felt; they are likely to be severe and to last a long time.

It was against this background that a corporate sponsor requested the Institute for Educational Development (IED) to arrange a systematic observation of Project Head Start in order to report on how this project is contributing to the changing world of education--particularly its contributions having to do with the methods, materials, and ideas of early childhood education. This report is an outcome of that request.

Members of the sponsor's staff and IED who took part in the first discussions of the survey project had three purposes in mind:

1. to anticipate the developments in educational method that Project Head Start may foreshadow or evoke;
2. to note and report some of the promising innovations tried out in Project Head Start;
3. to ascertain and define some of the issues in early childhood education which are likely to be the critical ones in years of change.

IED, with the approval and cooperation of the U. S. Office of Economic Opportunity (and with the assistance of Educational Testing Service, which staffed and conducted the survey study) began the survey in June 1965. A preliminary report of observations was prepared by IED for presentation to the study sponsor and shared with the Office of Economic Opportunity in September of 1965.

Before this final report was written, several validating procedures were undertaken. On October 7, 1965, the principal officers of Project Head Start in the Office of Economic Opportunity--Dr. Julius Richmond, Mr. Jule Sugarman, and Dr. Donald Wertman--traveled to the office of the

survey study director in Florida to compare general observations, to examine the data and descriptions of Head Start innovations. Since that time, OEO has had access to edited data in the archives of the project in Princeton and New York--by a method which gives them the facts they need without violating the confidences of local Head Start people who provided the information.

At several area meetings of the Georgia Association of Elementary School Principals, at the annual conference of the Florida Educational Research Association, and in other professional meetings, the survey study staff have described some of the implications of Project Head Start to approximately a thousand elementary and nursery school specialists, as well as to educational research personnel from school and university levels, who discussed and criticized the salient points that were to be made in this report. Their comments did little to extend the observations, but in several important instances they did affect the interpretations given to certain ideas.

As a consequence of all this history, the present report contains summaries of observations on pertinent points of pre-school education, the conclusions and recommendations of IED based on these recommendations, evidence descriptive of the methods and materials of instruction deemed noteworthy, and possible implications of Project Head Start for primary education.

Method of the Survey Study (Beginning in June, 1965)

The method used in any serious inquiry is shaped by the nature of the phenomenon to be observed, by the outcomes sought from the inquiry,

and by the resources that are available. In this case, all three controlling factors had considerable effect.

Since Project Head Start was to operate for a maximum of eight weeks, the nature of the phenomenon to be observed demanded a fast start and a rapid rate of progress. The normally deliberate pace of research design had to be accelerated.

Fortunately, the purposes of the inquiry permitted an acceleration of the design process. The desired outcome was not to be an evaluation of Project Head Start, but rather a noting and reporting of the good ideas to be discerned in that huge early learning program--the fruitful methods, the fresh ideas, the effective materials.

By appointing regional coordinators, of whom five of six were ETS employees and accustomed to working together, time was gained that might otherwise have been lost in initial coordination. The sixth regional coordinator, Professor Walter F. Johnson of Michigan State, was known to ETS and nationally renowned for productive work as a team member. Meeting June 24-25 in Princeton, this group developed the methods and materials which were to be used in the nation-wide survey. Both the statement of purposes (see Appendix E) and the guide for use by observers (see Appendix B) were influenced strongly by the stated objectives of Project Head Start.

Recruitment of competent regional teams of observers was somewhat easier than had been expected, considering the extremely short notice and the rearrangement of summer schedules involved. A realistic stipend made it possible to obtain known, experienced people because it permitted them to make last minute changes in their plans for the summer

without severe losses of income. The principal attraction, though, was the opportunity to observe at close range and in a variety of circumstances a federal program that was at the time making headlines. They responded with interest and, fortunately, with dispatch.

The original plan had been to secure twenty days of time from each of thirty observers with five of the twenty days to be spent in orientation, planning, and (at the end) summarizing. Some of the observers we wanted very much to recruit could devote ten or fifteen days to the project, but not twenty. To obtain the services of these experts, it was decided to enlist them for as many days as they could spare (in no case less than ten). In a few instances, the experts were allowed to select younger people with whom they had worked and whom they could expect to turn in outstanding performances as observers. In making these "local" selections, which amounted in total to less than one-fourth of the observer group, the senior appointees realized that they were putting their own professional reputations on the line. This decision, however, turned out to have been a good one. The younger people appointed in this way were spectacular in what they accomplished.

The members of the national observer team are listed on Pages 4-5 of this report. Although the psychologists outnumber every other field of specialization, an impressive variety of disciplines and points of view is represented in the larger group.

At the initial meetings of the regional teams of observers, the coordinators oriented their teams toward a common set of objectives and suggested to them the use of a "common language" for the reporting

of what they observed. The Observation Guide (Appendix B) was the core of this "common language."

Starting with the mandate to find and observe the best practices and materials and innovations, and to settle for no less than good items of each kind, the regional teams in their own ways began at once the inquiries calculated to lead them to the best Head Start centers. The locations of the 335 Project Head Start centers visited by the thirty-nine observers are shown on the map in Appendix C. The geographic spread is good; almost all the states are represented and visits were concentrated in the great centers of population, plus Appalachia. (A more specific source of information about centers visited is the list in Appendix D.)

Each observer devoted one day to a center, usually visiting the director and classrooms in the morning, talking with teachers in the early afternoon when the children had gone, traveling to the next place on his itinerary during late afternoon and early evening, and writing up the observations of the day during the late evening hours. There were many exceptions to this pattern, even to the extent of staying over an extra day or coming back to see again some especially interesting activity, but in general the pattern was characteristic. The 335 original reports are now all together in the project office at IED, cataloged by region and name of observer.

As the observation period drew to a close--as early as July 27-28 in the South and as late as August 16-17 in the West--the observers gathered again in regional meetings to pool and interpret their findings.

Using copies of their own daily reports and a detailed outline provided by the project office, the observers coded all of their most important observations according to the "common language"--and wrote out their own summaries in a form that would facilitate pooling. From their notes, they dictated on tape a page or two describing the most exciting (professional) experience of their individual visitation rounds. Finally, they sat down together around a table and talked about all they had seen.

This feedback process continued at a meeting of the regional coordinators in Princeton on August 19-20. Since the specifics from the observers had been recorded in detail in the regional meetings and all those records were present and accounted for, the coordinators did less writing and more talking--with a tape recorder on all the time. A number of generalizations emerged from this talk which ranged from the critically important (opportunities to interact with people appear to be of a higher order of importance for the learning of pre-schoolers than any kind of material), to the droll (one of the few real differences between deprived and middle-class children, as noted by these observers in all corners of the country, was that quite typically the deprived children were afraid of their Jell-O). And, of course, stories by the score were re-told.

After the meeting of August 19-20, every observation reported by a team member was entered individually on a card according to the outline which may be seen in Appendix F and filed in the same arrangement as the outline. This produced an orderly summary in which all items are described in the same language and related to each other within a

common point of view. The files of original reports have the color and the excitement; the card file of items has in distilled form the essence of the good things the observers saw in some thirteen hundred Head Start classes.

To include in this report all of the information that the project records contain would stretch the bounds of physical feasibility and certainly exceed the limits of the reader's endurance. The report contains, rather, a clear guide to the organization of the recorded data (Appendix F), some samples of the kinds of information to be found in several categories, a faithful relating of educational and psychological principles that the observers thought they saw in operation, and the writer's interpretation of those aspects of the inquiry findings which he thinks have particular implications for the American educational system. Rather than a final report that "wraps up" a set of conclusions from the inquiry, then, the present paper is more nearly an invitation to educators everywhere to debate and resolve the issues which Project Head Start has so well illumined.

PART II. SOME SAMPLES FROM THE OBSERVATION RECORD

The purpose of Part II of this report is to provide, by means of samples from the total record of observations, some answers to questions about Project Head Start and early learning in general--the questions themsleves being the major headings of the summary outline used by the observers (see Appendix F). This sample is, of course, biased in that it consists of items that are more often "new" or innovative than would ordinarily be included in a random sample. Quoted observations are indented and marked with a dot.

N. B. The reader must remind himself from this point onward that these observations were made at the best Head Start centers that could be found.

A. What is the child of poverty like as a learner?

- Teachers commented that at first the children were at the parallel-play stage: shy, non-communicative, not knowing how to interact.

- Most children were accepting, or at least tolerant, of others. Perhaps two-thirds of the classes I observed in Texas, Louisiana, Arkansas were racially mixed, yet I saw no instances of awareness of racial differences and no instances of conflict based on race.

- Saw no evidence to indicate that these children are different from other children in their peer relations.

- Language patterns of the deprived children are different. Their habitual speech patterns are hard for most teachers to understand. They don't know Mother Goose and nursery rhymes, but many do have a repertoire of rhymes and chants that come out of their own culture and that the teacher should know.

- This teacher stated that during the orientation period the children were consistently underestimated by the teachers. Slum children of this age, if given the opportunity, can learn just like other children, she said.

- The most apparent general character of the group might be summed up by pointing out their obvious handicap--a definite handicap in their ability to communicate, especially through speech.

- These children characteristically come from homes where parents don't take the time to talk to children. Some arrived at Head Start knowing no nursery rhymes and unable to tell the teacher their first names.

- At virtually every center the teachers expressed their surprise at how little basic difference there was between the normal entering-kindergarten children to whom they were accustomed--and those deprived children. They agreed that these children have less language development, are less sophisticated in academic kinds of things, are more retiring and fearful, less accustomed to order and routine. However, all teachers expressed amazement at how quickly these children had begun to pick up school routine, rules, schedule. Many expressed their opinion that after a month or so in this program the children are about as far along as their kindergarten children usually are after a month.

- The teacher is convinced that children have responded to regular unmodified nursery school curriculum as well as the upper-class children do.

- These children are sadly lacking in conceptual development.

- A chief difference in this center is that these kids come to school HUNGRY.

- Midway through the Head Start program, teachers began reporting that the children were moving from exploration and experimentation into more purposeful activities.

Allowing for the tremendous range of differences among cultures as well as the individual differences within culturally homogeneous groups, it appeared that the child of poverty is very much like the middle-class child as a learner. Special teaching efforts like Head Start can go a long way toward correcting limitations in self-concept and language development. The important differences in learning

capability can be considerably remedied at this age. (This is a summary opinion expressed by observers at all regional sessions.)

B. How have the best learning situations been obtained?

- A good learning center of any kind needs leadership with training and experience in work with young children, with enthusiasm and high interest, creating a climate of freedom to experiment, explore, innovate.

The comment above reflects two important generalizations upon which all the observers agreed: Training and experience in educating young children--meaning children of nursery school age--are absolutely necessary for success with pre-school children, both for teachers and administrators. Children of three and four and five need learning experiences that are different in kind from those suitable for the average kindergarten children, not a "watered down" kindergarten curriculum.

When it became obvious that Head Start centers were in general getting better teaching out of standard primary grade teachers than the public schools ordinarily get out of them--and this was obvious to nearly all of our observers--they began to ask the teachers about it. The answer invariably was: "I have so much more freedom to experiment and try things, to innovate, to see what works and what doesn't with particular children." This freedom was not only a function of release from normal kinds of supervision and a more liberal "climate," it should be added, but also importantly a function of release from sole responsibility for thirty children. The classroom aides in Head Start probably were the real providers of the freedom which the teachers exploited.

- A frequent problem is engendered by the desire of the primary grade teacher--teaching pre-school children for the first time and without special training--to teach reading, writing, and arithmetic (almost smuggling it in) and to regard readiness activity as "play" rather than as necessary learning activity. Often teachers are abetted in this kind of thinking by parents, who feel that a "school" activity, by gosh, had better have reading instruction in it.

- Staff members in Head Start almost always refer to the small class size and more than one adult in the class as prime ingredients of successful teaching with these young children.

The single clearest demonstration in Project Head Start, the one theme that kept returning in nearly every conversation and record, has to do with having more "teachers"--real teachers, aides, volunteers, visitors--in the group of children so that each child can have an almost continuous interaction with an older human being in the teaching role. When there is some older person in a teaching role available for every four or five children, no child has to wait his turn while "teacher" makes the rounds of twenty-five or thirty before he gets his question answered or his drawing looked at.

- Even good teachers need suggestions and supervisory help in learning to use aides and volunteers well. I asked some of those who did this well and they said that they had "learned how" during the one week of Project Head Start orientation offered at their state university.

There are repeated intimations from teachers who appear to have been successfully "re-treaded" for the teaching of younger children in a Head Start-like situation--smaller groups--that at least some of the special skills required could be picked up in a very short time. The management of aides, for example, was universally felt to be something that good teachers could learn in a day or two and in an in-service course. Further these same successful teachers seemed to feel that

the aides, if they were interested and reasonably responsible to start with, could learn to discharge their functions well with only a modest amount of training given to them as they went along in an in-service program. To the people doing this kind of teaching with some success, then, the "secrets" of doing it well did not amount to any vast new discipline but rather were techniques which could be learned on the job.

- The successful classrooms usually had well-defined centers of interest--nature study center, puzzle center, storybook area, etc.--with orderly arrangements of learning materials, rather than simply a "rich" set of resources among which the child wandered at random.

- One of the most successful pieces of material I saw was "the shoe box library," designed by Mrs. Goldberger of the Junior Museum of Princeton. This consists of an ordinary shoe box containing a variety of inexpensive materials--cost is less than one dollar per box--designed to help a child learn a certain concept or to develop a particular manipulative skill.

- Teen-age assistants...were a real success. Directors in many places were enthusiastic about them; the young people furnished good models for the children and were much interested in them. The children, in turn, identified strongly with them.

Still another strong theme: Interested and involved teen-agers are even more successful than the best adult teachers in helping pre-schoolers to learn certain kinds of things with a minimum of formal instruction.

- Said one young nun teacher, "The teen-agers are wonderful, but it's hard to tell my one mother aide, who has ten children, how I would like to have things done."

The boys were especially sensational in their teaching success in center after center because, the psychologists said, many of the children either lacked contact with male "teachers" in their homes or had generally unsatisfactory contacts (What does your Daddy do? He spanks me.).

This may also be true of many middle-class children. Conversion of teen-agers from baby-sitters to responsible and recognized first-phase teachers might be one of the educational breakthroughs of our time.

- The ability of the teacher to welcome into close relationship all of the children in her class is essential if the children are to be receptive to any early educational programs. This quality seems particularly necessary for pre-school groups. There was an exceptional teacher with this quality in this center. Her resources and "units of work" were not exceptional nor even particularly different, but she seemed to be attempting to understand how the child was reacting to the experience. Continuously evaluating them as individuals, she determined their readiness for each next step in learning.

Many observers pointed out that at the age of the pre-schooler, all learning takes place in a kind of sustaining fluid of affective experience; every step in learning is an emotional experience. Hence, if the affective setting is somehow appropriate, learning takes place; if not, it doesn't. Said the way one perceptive teen-ager said it: "If the kid knows that I really do <u>like</u> him, I can get him to do anything."

- A kernel of corn was given to each child to bite. The teacher explained why it was hard and that it held a drop of water which would expand when the kernel was placed in the electric pan. She also explained the other ingredients for popping corn and asked for volunteers whenever a new ingredient was to be added and from time to time called for a volunteer to check the condition of the popcorn. As in other units observed, this teacher had an appropriate, lively, rhythmic song about the subject--popcorn!--in which to engage the children. After the popcorn was made, each child took his share to the table and added it to the second morning snack.

- Large shoe, made of sewed felt, made up in different colors with large laces in contrasting colors. This was used primarily in teaching children how to lace and tie shoes, secondarily for naming colors.

Variations on this device, commercially sold and home-made, appeared all over the country. An unusually successful variation was also the cheapest: simply a pair of not-too-worn but very large man's

shoes which the children could pull on over their own shoes, lace up and tie from a realistic view, and go clumping around the room. This shoe-lace-tying set was used constantly.

- There is much language training involved in individual (or very small group) reading by the adult to the child. Available books are universally rated-down because there is too much text in them. Teachers and children want books containing only pictures that tell stories.

- The "toy-tree" from which children selected an object to discuss seemed motivating.

- Several centers made their own "play dough" as a clay substitute out of salt, flour, and food coloring--the exact recipe sometimes being treated like a secret formula.

- Large rugs were used for group rest periods. Everyone--teachers, helpers, mothers included--rested in groups of ten to fifteen on these large rugs. Some hand-holding and cuddling with adults went on, which indicated to me the warm "family" relationships that had developed.

- The people at this center felt that many of the materials being offered through trade catalogs (specifically for Head Start use) are just warmed-over primary materials.

Some of the observers were willing to generalize that "home-made" teaching materials--utilizing raw materials locally available and involving the children in the creative process of making them--are always better and more productive of learning than "store-bought" materials. Other observers were willing to concede that materials which the children helped to make often are better than ready-made materials--but they hold the reservations that (a) not all teachers are creative enough to make the "home-made" experience worthwhile and (b) the making of some things has little teaching value and buying those materials for the teacher saves time. All agreed that teachers and kids can create good home-made learning materials almost endlessly--provided they have a source of ideas and some help with the work.

C. What have been the best methods and materials observed for encouraging the INTELLECTUAL development of the child?

Many of the observers shared an important generalization: "The steps in the cognitive development of children which come before this level (kindergarten) are not guided by any program or set of materials which the teachers can use, nor supported by any reasonable method of assessment." Supporting this generalization is an observation that while the record of techniques and materials for intellectual development is rich and varied at the kindergarten level (in the files of observation reports), methods and materials for younger or less developed children are notably absent--except for the setting and equipment at one Montessori center observed. The success of Head Start in its first summer, it seems, has been less noteworthy in the teaching of intellectual skills than in shoring up the social and emotional shortcomings of children who are in particular need of those kinds of shoring up--and in providing a "get-ready" experience for children who in the first grade are going to need to know how to sit quietly in rows, raise their hands to be allowed to speak, make neat lines in going to the "bathroom," and all the other skills of getting along in school. Remembering that almost all of the cognitive learnings recognized in Head Start are those usually sought in the kindergarten, then, it is possible to go on to a few examples without danger of misinterpretation.

- Method: reading enough of a story to whet the listeners' interest, then asking for the children's version of what will come next--checking this out with the author's version.

- Endless counting of things in the classroom and on trips into the neighborhood--fingers, eyes, plates at the table, girls in the circle, windows in the house--and group and individual repetitions of songs and nursery rhymes with numbers.

- Endless directions given to children for performances involving numbers: "Bring three hats from the dress-up box; now put two back; give Maria the larger one; look at the two in the middle; put away the shortest one, etc."

- The general technique is that of not accepting (from the child) indefinite terms or motions or gestures but insisting on specific verbal responses.

- The teacher says that she never corrects the speech of a child when he mispronounces a word, for fear of inhibiting his further use of that word. Instead, she uses the word correctly, in an appropriate way, as quickly as she can.

- A "listening post" is used in each room to give children practice in listening and in following directions. The instructions are taped on a recorder by the teacher and the children listen to them with headphones.

- The children are each given a paper bag containing several small articles: bottle cap, cloth scraps, a rock, sandpaper, block of wood, and so on. The child reaches into the bag (not looking into it) and describes for the others one of the objects he feels--and the others try to guess what it is.

- Conversation at the snack table is used with much success by many teachers to develop oral skills. Children's attention to the food is often used to introduce conversations about food. The longest single sustained activity of the day (lunch) and probably the most intrinsically interesting one is used in this way for communication development.

- Showing short motion pictures without sound often provokes children into creative verbal activity as they develop their own versions of the dialogue.

- Paper bag puppets (hand puppets) were used by both teacher and children to extend and vary conversations; the kids will venture forth verbally with a puppet "doing the talking" in some ways that they won't attempt in direct conversation.

- The Corpus Christi program for teaching English to young children as a second language (observed in Tucson) looks promising for use with all children.

- The best jobs in teaching of all communication--and in giving children the necessary experiential background for communication--are being done in the schools strongly influenced by programs for non-English-speaking children.

- Scientific concepts were being established in the study of everything from ants to lizards to horned toads. The use of magnifying glasses and the microscope opened whole new worlds.

- Field trips are probably the best single learning activity--trips into the home neighborhood to learn to "see" what's there, to zoos and museums and farms and airports to enlarge the sphere of experience. The farm visit followed by a supermarket visit extend knowledge of food sources and marketing practices.

- The basic process of classification was taught virtually everywhere by having the children sort brightly colored beads, pegs, marbles, yarn. Sorting by shape and size and color was done with a variety of materials. In one highly creative center, a planned sequence of game materials ran from 4-picture "See-Quees" through 9-picture "See Quees" to "Go-Together Lotto" and evoked consideration of logical sequences of action.

- The regimen of an ordered school day afforded a sense of immediate time, though historical time sense is too much to expect at this age.

- The kinesthetic meaning of space was afforded by playground activities at most centers. The larger the space and the more varied the equipment the better the total play experience, but any active play and equipment, however cramped, gave some sense of immediate space. Bus trips constituted an extension of the concept of immediate space.

- In just one center, there was a calendar frame--for the month--in which the children inserted the number for the day.

- In another center, all classrooms had the compass directions (N, S, E, W) prominently indicated on the floor by arrows as well as spelled out in words and these directions were referred to in giving instructions for excursions.

D. <u>What have been the best methods and materials observed for encouraging the SOCIAL and EMOTIONAL development of the child?</u>

Giving each child the experience of success, increasing his sense of dignity and self-worth, encouraging spontaneity and curiosity and self-discipline, increasing his capacity to relate positively to the family and

school environments--all are activities in which the critical element is the relationship of the "teacher" with the child--his interaction with the child in what becomes, for the youngster, a learning experience. The kinds of activities in which these relationships can develop--and "how-to" ideas for the adult in creating the relationships--abound in the records of the inquiry.

- Nearly every classroom in every center visited had somewhere a tall wall-mirror so that children could see all of themselves in one look. (This was probably the most favorite single item of equipment in the whole Head Start effort!)

- "Dress-ups" were another nearly universal feature of classrooms that obviously aided children in exploring and discovering and expressing their own selves.

- A clear identification of each child by himself and others was sought by creative teachers in many ways--often by cutting or drawing the silhouette of each child and pasting it upon some article or place that was to be particularly his. Name-tags with polaroid pictures were also popular.

- Policemen came to classes in their "civilian" clothes and established a responsive relationship with the children before revealing the nature of their work and changing into their uniforms--getting around the negative image of the "cop" in some cases.

- Other adult visitors, particularly mature men, were especially useful as warm and accepting male figures for the children whose homes often lacked adult male companionship; mature male visitors had to get used to being climbed upon.

- Self-directed pupil activities such as passing to the washroom and going back for "seconds" allowed the children in some centers to practice the discipline that is needed for more freedom.

- Periodic visits to the child's home by his teacher appeared to have great confidence-building value for him; here was an adult who thought he was important enough to come to see.

E. What have been the best techniques observed for reaching and involving the PARENTS of young children in the early education of their offspring?

Parents don't know, and many of them would LIKE to know, about children and how they learn. Some parents have by one means or another learned some answers to their questions about how children learn but get miserable results because they are ignorant of other and equally important aspects of child development. Yet, in Project Head Start's work with children of the "deprived," involvement of the parents may have been the least successful aspect of the program. It is fairly obvious that most educators who run schools either have no established methods for involving parents in the education of their children or they are badly out of practice.

Because educators really were the staff of Head Start, and because many of them simply have no custom or practice in communication with parents, the parent-involvement goals of Head Start were almost wholly unachieved. The exceptions were so notable--because they were so few--as to prove the point. In Louisville (to pick an example) the Head Start operation enjoyed the advantages of a smoothly-running cooperative relationship among schools, social agencies, and homes, a relationship which had been developed over the years by the school system and the other social agencies of the community. In a few other communities, large and small, the tradition of "schools tending to their own business" in isolation from all other local resources and agencies had been in some way modified. But, on the whole, Project Head Start served to illuminate a startling gap that appears to separate parents from the schools their children attend in the American system of public education.

PART III. SOME GENERALIZATIONS

Perhaps the most important contribution of Project Head Start is that it demonstrated in a convincing way many important ideas about human learning which have been known or suspected for a long time but which never have been tried out in such a large-scale program. The generalizations below represent some of the most important of these ideas as they were seen in action by the forty observers.

- The learning process in little children is largely one of interaction with other humans, from peers to adults. The materials of learning--even the methods used to "teach"--are wholly incidental to this interactive process. This has been known for a long time, of course, and has been the professional mission of dozens of educational leaders for decades; Head Start just demonstrated it anew, with thousands of children, in full public view. The implications of this public demonstration may push educators and school boards into important changes in school organization.

- Trained and certified teachers are not the only ones who can contribute significantly to the learning of young children; young adolescents and teen-agers with minimal training and sensible supervision can teach young children all sorts of things.

- Young men helping in the classroom have special appeals for children of many kinds.

- Good teachers can be taught how to use classroom aides effectively with only a little training; some university training centers did a superb job of this with Head Start teachers in one week.

- Supervised by a professional teacher who knows how to use them, classroom aides can learn to accomplish real teaching functions in a very short time and on the job.

- Well-supervised classroom aides of adolescent ages not only serve well to assist the learning of younger children but themselves experience useful learning of many kinds.

- Nearly every community abounds with rich learning experiences and volunteer "teachers" in an endless variety--waiting for the professional educators to use them.

- While there are obvious needs for specialized (and researched) materials of instruction for use with little children, Head Start demonstrated the basic professional utility of home-made materials.

- Not even the good teachers of the primary grades know much about the learning patterns and characteristics of children younger than five.

- When it comes to the intellectual development of children younger than five, it appears that most teachers are working with tools built for older children.

- The professional educators have so long shut parents out of the formal process of education that many of them (the educators) have no techniques for reaching and involving parents.

- Parents--even the parents of many children in the "deprived" culture--want to know about and help with the education of their children, but they hold back because they don't know how.

- Modern researchers say that it is not only interaction that is critical in the learning of young children but also structure. "Just loving them isn't enough." Specialists appear to know enough that is valid about this subject to make communication of it to parents and teachers vitally important.

- Human learning--particularly the learning of young humans--is an activity of intellect that is wholly suspended in a fluid of emotion. Teaching, then, amounts to reaching the learner's intellect in its surrounding sustainment of emotion and somehow making change possible.

- One of the universally-overlooked materials of instruction is food. Learning materials that can be studied and then eaten appear to have an appeal that educators should no longer neglect.

- There are methods for encouraging and reinforcing the development of a young child intellectually, socially, emotionally--which have been known for a long time and have had demonstrated success. There is not just one such method, but many of them.

- Learning by doing, at least for young children, is not simply a catchy phrase but a stark reality of life. Where the Head Start children were doing, they were "turned on" and they were learning; where their assigned role was passive--listening or watching or waiting--they were "turned off" and not learning.

PART IV. SOME POSSIBLE IMPLICATIONS

Inherent in any large social institution is a normal resistance to change. It often is the glue that holds institutions together. Since public education is the largest and most complex social institution of our culture, the strength and variety of its resistance are considerable. So it is that the "implications" of any event, even an event as dramatic as Project Head Start, need to be described as possible implications, wholly contingent upon the interaction between forces favoring change and the forces resisting change.

It is not likely that Project Head Start, by itself and with only one go-'round, will constitute a sufficient force to produce notable changes in our educational system. But if other forces for change in education are generated within the next few years, and if those forces do indeed create a situation in which change is inescapable, then Project Head Start will be seen to have demonstrated some avenues by which change can most profitably take place. It is in this context--the context of the "road-map for change"--that the following possible implications of Project Head Start (Round One) for American education are educed.

The first category of educational change that might come as a consequence of the Head Start demonstration would amount to a rediscovery of some long-known characteristics of human learning. Our educational system has slowly shifted its working assumptions about human learners in response to the awesome pressures of exploding knowledge and population, undoubtedly without institutional realization

of what was happening. It was possible that the Head Start experience will suggest to educators and school boards some means for building schools and curricula and training teachers according to the nature of the learners.

- Since children learn more and faster in an environment where they are accepted and encouraged than in an environment where they are rejected or threatened, school buildings and teachers and curricula and librarians and principals and janitors and crossing guards will deliberately change in "image" from coercive to accepting. The stern school master stereotype may be the most destructive anti-educative force abroad in the land.

- There are stages and developmental levels in the growth of intellect through which most children progress, stages and levels which are not difficult for the informed person to identify and utilize in the instructional process. The dramatic demonstrations of Project Head Start should make it easier for the dynamic hypotheses of Piaget and Bruner and Hunt and Deutsch and other modern researchers to replace the tired old notions of inherited "intelligence" that have hung around the necks of educators for nearly a century.

- There are methods for encouraging and reinforcing the development of a child--intellectually, socially, emotionally--which have had demonstrated success. It is not likely that any of these successful methods was invented during Project Head Start, but in the course of the project thousands of good teachers had unusual opportunities to bring them back to light of day, dust them off, and put them on public view. Maybe someone will notice.

- Every person who has some choice in the matter elects to do his learning in an active way because his memory and his good sense tell him that unless learning is accomplished by doing something, it doesn't stick. Flying schools that just tell potential pilots what it is like to operate an airplane don't stay in business. Tennis and sailing and bridge and Russian and country guitar and oil painting--all are learned by doing when the learners are adults and exercise their choice. Even though pupils in school have no choice as to the methods used in their instruction, perhaps the Head Start demonstration of the efficacy of the principles will lead more educators to let more kids in on the active process of learning.

- Because so many good teachers in Project Head Start have "spilled the beans" in full public view and let the world know that vital knowledge about the learning characteristics of children does exist in useful amounts, it is possible that the profession will

take care to see that all its members possess at least a minimum of modern know-how. And the professionals are not the only ones whose knowledge can be up-dated with profit; school board members and parents and community leaders can use nearly as large a helping from the same dish.

If the first kind of educational change comes to pass and educators begin to organize their work more nearly around the nature of the child as a learner, then the second kind of change has a chance to appear: a more frequent utilization of human interaction as the necessary ingredient of learning. The stepped-up utilization will multiply the number of times each learner has direct give-and-take contacts with a "teacher person" in the course of every school day, and it will take several forms.

- Teachers' aides--in all shapes and sizes and ages--will become as commonplace as chalkboards, and far more productive. Nearly every child can get the attention of some older person in the classroom when he needs it and will not have to "wait quietly" for twenty minutes before a lone teacher can comment approvingly on his drawing. This point, which may have been the loudest and clearest demonstration afforded by Project Head Start, has highly practical implications for public school systems because provision of classroom aides will need not only administrative planning in depth but also a very careful public relations program to support it. Furthermore, classroom aides need to be trained and scheduled.

- Involvement of parents in their children's education--both in school and at home--is a second natural step in multiplication of human interactions in the teaching process, but a step which is directly opposite to the drift toward disinvolvement of parents that has characterized education in the twentieth century. Parents, like classroom aides, can be recruited and worked very hard (it seems, from the Head Start experience) if they are given real teaching jobs to do with the children and not just assigned to fetching and carrying chores. The professionals probably will want to invest a lot of study and preparation in their methods for utilization of parents in teaching--before they take the plunge with large or formal programs.

- A natural extension of involved parents in the program of a school system is an involved community--in which the whole community (particularly its merchants, its professional people, its skilled labor groups) becomes a "demonstration center" for children to observe, a source of visiting specialists for the school, a network of resources.

- By the time two of the three changes mentioned just above have eventuated, an even more striking change will have occurred in the administration of the school system: administration will have become the job of coordinating educative efforts throughout the community rather than simply the task of managing what goes on inside the school buildings between eight and three each day.

- And child development specialists will enjoy a great vogue.

All of the possible implications of Project Head Start are no more than potential directions of development until some considerable forces for change are exerted. There are some such forces, and they were partially revealed in Head Start.

- Pressures for change in the traditional procedures of the American educational establishment have been generated in the teachers themselves by Project Head Start. By the hundreds, teachers said to the survey observers: "I never dreamed I could teach so much to children in such a short time! If we could only teach this way during the regular school year!" Fertile seeds of change are being planted in hundreds of communities by thousands of teachers whose eight weeks in Project Head Start showed them what they could do.

- Change will be facilitated, too, by the fact that hundreds of key professionals in the training of teachers were directly or indirectly involved in Project Head Start. Many of these people have had their eyes opened and their "sets" jarred loose in the experience. There is at least a renewed sense of mission among the professionals who were involved; some of them have been smitten like Saul on the road to Damascus.

- Adolescents in many communities have been introduced to a field of service not known to them before: helping to teach little children. These young people were not only Youth Corps youngsters but adolescents from all cultural strata. They have discovered the rewards derived from service to other human beings and have expressed their desire for more.

- Most importantly, perhaps, members of the press have been interested in Project Head Start, have reported it fully, and in general have been sympathetic. The reaction of the press has been one of surprise at methods they had not seen before and satisfaction with outcomes they recognized as important. "How long has this been going on? Why hasn't our school system done this with all youngsters?" If reporters remain interested in Head Start and its outcomes, the likelihood of change as a consequence of the project increases.

What would American education be like if most of the changes here described actually were brought into being? How would our system be different if most of the clues afforded by Project Head Start were followed up? It is not possible to forecast with any real accuracy, of course, but a few characteristics of the changed system are easier to predict than others:

- Public education probably would take hold at a much earlier age than six.
- People generally would recognize that education of young children involves the home and the playground and the neighborhood at least as much as it involves the building called "school."
- The professional educator would be seen to have a responsibility to focus all of the resources of the community on the learning of the child.
- Parents would be involved as strategic persons in the total plan for education of the child.
- Talented teachers would be deployed as leaders and coordinators of relatively large teaching teams composed of people with varied backgrounds and skills.
- Teacher-training systems would prepare a whole variety of persons for teaching service--from part-time helpers who need only a half day of instruction now and then, to youthful aides whose energy and interest need to be capitalized, to students who need apprenticeship, to leader-teachers, and to the specialists who require extended professional training.
- Adolescents would be involved in the formal process of early childhood education--for the purpose of enriching the experiences of little children, for the purpose of giving adolescents themselves a rewarding involvement, and for the sake of utilizing human talent heretofore wasted.
- And there would come a more nearly complete utilization of all media of communication--putting the newspapers, radio, television, periodicals, and the pulpit to work in the communication enterprise of changing people through education.

So it can be deduced from the observations of Project Head Start, made by "reasonable men," that the federal project has indeed pointed the way toward some possible changes in our educational system. Even though such changes may be highly desirable, however, the forces that can bring them about lie elsewhere in the social structure. So they are "implications" and no more.

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APPENDIX A

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TO: Mr. Sargent Shriver
Director
Office of Economic Opportunity

FROM: Dr. Robert Cooke
Chairman, Planning Committee
Project Head-Start

SUBJECT: Improving the Opportunities and Achievements of the Children of the Poor

Several weeks ago you asked me to assemble a panel of experts to consider the kinds of programs which might be most effective in increasing achievement and opportunities for the children of the poor. Our panel has held a number of meetings and through its members has consulted with numerous other experts in search of ideas and programs. The attached report, which has the endorsement of all committee members, represents our best judgment on the ways in which the Office of Economic Opportunity might most effectively support programs for children.

I believe several points deserve particular emphasis in your consideration of this report.

1. The overriding goal of each program should be to create an environment in which every child has the maximum opportunity and support in developing his full potential.

2. Programs must be comprehensive in nature in order to achieve maximum effectiveness. This requires extensive activites in the fields of health, social services and education.

3. Careful attention must be given both to the evaluation of the child's abilities and deficiencies and to the correction of deficiencies and strengthening of abilities.

4. Programs should focus on the parent as well as the child.

5. There should be support for a variety of programs tailored to fit local community conditions. OEO should specifically encourage innovative and experimental ideas. There should, of course, be adequate evaluation and research to accompany these programs.

6. These programs can and should be initiated very quickly. There already exists adequate understanding of the problems and processes involved to permit an immediate and massive intervention in the poverty cycle.

The panel is enthusiastic about prospects for extensive OEO support of these programs. It stands ready to work with you and your organization in the implementation of these proposals.

IMPROVING THE OPPORTUNITIES AND ACHIEVEMENTS OF THE CHILDREN OF THE POOR [1]

1. There is considerable evidence that the early years of childhood are the most critical point in the poverty cycle. During these years the creation of learning patterns, emotional development and the formation of individual expectations and aspirations take place at a very rapid pace. For the child of poverty there are clearly observable deficiencies in the processes which lay the foundation for a pattern of failure--and thus a pattern of poverty--throughout the child's entire life.

2. Within recent years there has been experimentation and research designed to improve opportunities for the child of poverty. While much of this work is not yet complete there is adequate evidence to support the view that special programs can be devised for these four and five year olds which will improve both the child's opportunities and achievements.

3. It is clear that successful programs of this type must be comprehensive, involving activities generally associated with the fields of health, social services, and education. Similarly it is clear that the program must focus on the problems of child and parent and that these activities need to be carefully integrated with programs for the school years. During the early stages of any programs assisted by the Office of Economic Opportunity it would be preferable to encourage comprehensive programs for fewer children than to attempt to reach vast numbers of children with limited programs. The Office of Economic Opportunity should generally avoid financing programs which do not have at least a minimum level and quality of activities from each of the three fields of effort.

4. The need for and urgency of these programs is such that they should be initiated immediately. Many programs could begin in the summer of 1965. These would help provide a more complete picture of national needs for use in future planning.

5. The objectives of a comprehensive program should include:

   A. Improving the child's physical health and physical abilities.

   B. Helping the emotional and social development of the child by encouraging self-confidence, spontaneity, curiosity, and self-discipline.

   C. Improving the child's mental processes and skills with particular attention to conceptual and verbal skills.

   D. Establishing patterns and expectations of success for the child which will create a climate of confidence for his future learning efforts.

1) Report prepared for the Office of Economic Opportunity by a panel of authorities on child development. (See last page for members of panel) February 1965

E. Increasing the child's capacity to relate positively to family members and others while at the same time strengthening the family's ability to relate positively to the child and his problems.

F. Developing in the child and his family a responsible attitude toward society, and fostering constructive opportunities for society to work together with the poor in solving their problems.

G. Increasing the sense of dignity and self-worth within the child and his family.

6. The comprehensive program should be tailored to the needs of the individual community and the individual child. It should embrace activities designed both to evaluate the child's problems and to provide remedial and developmental services.

A. Evaluation of the Child

Many of these children have been totally neglected in terms of health evaluations and services since infancy. The listing below indicates highly desirable evaluation elements, but inclusion of particular elements should generally be at the option of the community. The Office of Economic Opportunity should request some common types of data as a result of evaluations for the purpose of assessing general problems among the poor.

(1) Medical assessment.
Pediatric and neurologic physical measurements, assessment of nutrition, vision, hearing and speech, and selected tests for TB, anemia and kidney disease.

(2) Dental examination.

(3) Screening for special problems and special strengths in intellectual functioning, social and emotional development and family organization so that programs may be designed and adapted to the needs of the individual child.

It is anticipated that both professional and non-professional personnel can be mobilized to assist in the carrying out of evaluations.

B. Remedial and Developmental Health Programs should be designed to

(1) include immunization for polio, diphtheria, tetanus, measles, and smallpox whenever necessary;

(2) correct disorders through the use of existing health facilities in the medical, psychiatric, psychological, and dental fields. Assist the provision of required appliances such as eyeglasses and hearing aids;

(3) establish continuity of health services to meet the child's needs.

(4) Develop family awareness of community health resources and the need for their use.

(5) Establish sound nutritional practices by providing food to program participants as well as educating families in the selection and preparation of foods in the home.

(6) Transmit pertinent health information to school systems.

C. Social service programs should be designed so as to

(1) identify social service needs of children and their parents including such physical items as housing, clothing and food as well as emotional needs that must be met to help children and families get involved in and make appropriate use of these programs;

(2) make known existing social service resources and encourage families to make use of them;

(3) provide at least a minimum of individual and group counseling and advisory services for children and adults where these are not available;

(4) insure that services are available on a continuing basis so that individuals and families can continue to get help as needed.

D. It should be recognized that children of the poor do not represent a homogeneous group. Rather these children differ greatly in the diverse patterns of strengths and weaknesses which characterize their behavior. In general, however, they have not had the kinds of experiences and opportunities which are available to more economically advantaged families. Consequently many of these children enter school disadvantaged in their ability to utilize the typical school setting in order to overcome the disadvantages from which any child may suffer, it is important to identify the child's special needs. Individual children may have needs which can be dealt with in these programs such as

(1) more adequate and varied world experiences in order to develop conceptual and language competence;

(2) far more life experiences of success to supplant the frequent unsatisfying and unrewarding patterns of failure or the avoidance of failure;

(3) far more positive experiences with authority figures such as policemen, teachers, health and welfare workers;

(4) a daily living environment which will help them to develop a positive concept of self and to reduce the strong feeling of alienation from groups other than their own;

(5) consistent warm relationship with people in many areas of their lives;

(6) opportunity to identify with preadolescent and adolescent "models" as well as adult "models".

Based on these needs it is clear that programs should be designed so as to

(1) provide for activities to be carried out in small groups (e.g., four or five children) and, as seems desirable, on an individual basis;

(2) provide a flexible schedule and program oriented to the needs of the individual child;

(3) maximize the opportunities for the child to <u>succeed</u> in what he is doing;

(4) utilize all available techniques and devices to increase the child's knowledge of self and encourage general exploration and manipulation of the environment. Develop such imaginative techniques as role playing, doll play, puppetry and dramatic activities. Use both common materials such as sand, water and wood and devices such as records, tapes and films to carry out the program;

(5) provide maximum variety of and opportunities for communication with special emphasis on conversation to strengthen verbal skills;

(6) encourage the use of selected volunteers as aides and assistants in certain activities. These volunteers could be as young as ten years old and should include teenagers and college students as well as adults. There should be persons from circumstances similar to the child's, as well as from differing socio-economic, racial and ethnic groups. Volunteers should find participation a wholesome outlet for realizing their social and ethical values.

(7) introduce a variety of adult figures of different races and socio-economic groups, including authority figures, so that the children can learn to understand and appreciate the variety of roles in our society.

(8) provide maximum flexibility in time scheduling so as to adapt to the circumstances of individual children and parents. Thus, some programs may be part-day, part-week; others full day, full week. Some may concentrate activities in morning or afternoon; others disperse them throughout the day; some may use evening periods for more parent participation.

(9) acquaint the child with aspects of the world of work and play such as parks, zoos, libraries, stores, farms, and factories.

Parents should be involved both for their own and their children's benefit. Many of them have deep feelings of love and aspiration for their children which can be capitalized upon in this program. These parents

(1) have many of the same feelings and attitudes as their children;

(2) need individualized attention;

(3) need success experiences along with their children

Parent participation programs should be designed so as to

(1) assist in planning the program of the center; its hours, location, program, etc.;

(2) help in acquainting the neighborhood with the services for children offered by the center;

(3) deepen understanding on the part of the center's professional staff of the life of the neighborhood;

(4) participate in the parent education program of the center which should, in part, help parents deal with general and specific problems of child-rearing and home-making;

(5) provide supervision for other children of parents who are assisting in the center or are visiting the center as part of a parent education program;

(6) fill many of the non-professional, sub-professional, and semi-professional roles necessary for accomplishing the above purposes and for the general conduct of the program such as

(a) teacher aides for

1. liaison with parents

2. escorting children to and from the center

3. conducting small groups of three to five children on trips

4. adding specialized skills like singing, playing musical instruments, painting

5. general assistance

(b) constructing and repairing equipment, toys, etc.

(c) maintenance

(d) cooking and serving food

7. There are a number of substantial logistical problems which will have to be met rapidly.

A. Space must be provided which can meet standards of health and safety. Schools, churches, community rooms and settlement houses offer possibilities.

B. Equipment, including furniture, toys, play equipment, learning devices, and books are essential to successful programs. There is a need for the development of new types of materials adapted to the special needs of these children. Similarly there is a real need to find ways of reducing the cost of materials from their present high levels.

Complementing local programs should be a national program of research and development for the continuing development of an appropriate, well-planned educational program that involves and stimulates children with real things. An effort must be made to attach first-rate people to the initial effort of developing new materials for these programs. Research and development groups could use child development centers as laboratories for a continuing study and production of new materials for preschool teaching.

C. Personnel recruitment and training represents perhaps the most difficult logistical need. The numbers of health, social services, and educational personnel trained to work with young children are relatively small. The numbers trained to work with <u>disadvantaged</u> young children are only a fraction of the total. It is apparent, therefore, that heavy reliance must be placed on specially designed training programs which can be developed and implemented by early summer. Additional programs should be developed for subsequent training. Consultant supervision should be used to further training on the job. These programs should be individually adapted to the needs of

(1) professional personnel

(2) volunteers

(3) paid neighborhood personnel

D. Many communities do not have the technical competence necessary to develop programs. The Office of Economic Opportunity should

(1) arrange for the publication of informational materials

(2) arrange for universities, medical centers, or other qualified organizations to provide assistance to communities which need help.

Special efforts should be made to reach out to communities which have traditionally shown the least capacity to create programs and where the need is often great.

E. Research and evaluation should be a key part of both local and national efforts. The Office of Economic Opportunity should arrange for independent assessment of local programs for purposes of identifying successful techniques and programs. Such information should be widely and quickly disseminated to help other local communities improve their programs.

PROJECT HEAD-START

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APPENDIX B

OBSERVATION GUIDE

The visits to each center should be planned to provide data concerning the several goals of Project Head Start as outlined by the OEO. Although it is anticipated that programs will vary in coverage and emphasis, this survey will attempt to provide information about methods and materials used to attain the following objectives:

A. Intellectual Development of the Child
   1. Concept development as reflected in
      a. Logical reasoning
         1. Cause and effect (The girl ran because she was afraid.)
         2. Logical classification (Objects that go together)
         3. Concepts of relationship (Ordering by size, color, etc.)
         4. Logical association and inference (Relating new to old)
      b. Space and time
         1. Learning shapes and forms
         2. Spatial perspective
         3. Notion of time
      c. Understanding mathematics
         1. Conservation principle
         2. One to one correspondence
         3. Number relationships
      d. Oral communication
         1. Listening
         2. Auditory discrimination and attention
         3. Oral Response
         4. Skills of expression (Use of nouns, verbs, adjuectives, conjunctions, etc.)
      e. Learning about the world
         1. Observing
         2. General knowledge
      f. Imagination and creativity
         1. Curiosity and problem sensitivity
         2. Flexibility
         3. Imagination
         4. Elaboration

2. Facilitation of concept development by:
   a. First-hand experiences (field trips, visitors, etc.)
   b. Sensory activities (feeling, tasting, hearing, etc.)
   c. A-V materials, etc.

B. Emotional Development of the Child by:
   1. Giving him the experience of success and creating a confidence of success in learning
      a. Participation in activities
      b. Finding and developing success
   2. Encouraging spontaneity, curiosity, and self-discipline
      a. Appropriate expression of feelings
      b. Trust in adults and peers
      c. Control of impulse
   3. Increasing his sense of dignity and self-worth
      a. Positive attitudes toward self (body image)
      b. Positive attitudes toward personal participation

C. Social Development of the Child by:
   1. Increasing his capacity to relate positively to his family and others
   2. Strengthening the family's ability to relate positively to the child and his problems
   3. Developing in the child and his family a responsible attitude toward society
   4. Fostering constructive opportunities for society to work with the poor in solving their problems.

Appendix C, a copyrighted map of Principal Cities of the United States, published by American Map Company, Inc., New York, N.Y., is not available for reproduction at this time.

APPENDIX D

LIST OF CENTERS VISITED BY PROJECT HEAD START, BY STATE

(In some of the listed places there were two or more centers.)

Alabama

Birmingham Diocese
Mobile
Tuscaloosa

Arizona

Avondale
Phoenix
Tuba City
Tucson

Arkansas

Fayetteville
Jonesboro
Little Rock

California

Arlington
Baldwin Park
Bassett
Chino
Chula Vista
Chualar
Compton
E. Palo Alto
Fresno
Fullerton
Garden Grove
Garvey
Harbor City
Inglewood
La Puente
Los Angeles
Los Nietos
Mar Vista Gardens
Marin City
Mariposa
Montebello
N. Long Beach
N. Sacramento
Oakland
Oceanside
Ontario
Oxnard
Pasadena
Pico Rivera
Pittsburg
Redding
Redlands
Richmond
Riverside
Sacramento
San Benito Co.
San Bernardino
San Diego
San Francisco
San Martin
San Pedro
Santa Barbara
Santa Monica
Shafter
Stockton
Tulare
Union City
Willowbrook

Colorado

Antonito
Denver
Leadville

Delaware

Wilmington

Florida

St. Petersburg

Georgia

Albany
Athens
Atlanta
Augusta
Cartersville
La Fayette
Macon
Rome
Washington Co.

Hawaii

Aiea, Oahu
Honolulu
Makaha, Oahu
Rural Oahu
Waianae, Oahu

Idaho

Pocatello

Illinois

Arlington Hts.
Champaign
Chicago
Evanston
Harrisburg
Maywood
Oak Lawn
Robbins
Saline Co.

Indiana

East Chicago
Ft. Wayne
Gary
Indianapolis
Marion

Iowa

Cedar Rapids
Davenport
Des Moines
Iowa City
Sioux City

Kansas

Kansas City
Lawrence

Kentucky

Harlan Co.
Knox Co.
Lexington
Louisville

Louisiana

Alexandria
Baton Rouge
New Orleans

Maryland

Baltimore
Charles Co.
Cumberland
Darnestown
Dorchester Co.
Frederick Co.
Gaithersburgh
Hagerstown
Montgomery Co.
Prince George Co.
Rockville
Smithburg

Massachusetts

Arlington
Bedford
Boston
Brookline
Cambridge
Dorchester
Framingham
Haverhill
Lexington
Lowell
Medford
Roxbury
Somerville
Waltham

Michigan

Battle Creek
Detroit
East Lansing
Gaylord
Haslett
Holt
Jackson
Lansing
Lexington

Michigan, cont'd.

Manistique
Marquette
Saginaw
St. Clair Shores

Minnesota

Duluth
Minneapolis
Onamia
St. Louis Co.
Stillwater

Mississippi

Biloxi
Jackson

Missouri

Cape Girardeau
Jefferson Co.
Kansas City
Kirksville
St. Louis

Montana

Missoula

Nebraska

Omaha
Santee

Nevada

Carson City

New Hampshire

Winchester

New Jersey

Bridgeton
Camden
Glassboro
Jersey City
Newark
South Brunswick
Trenton

New Mexico

Albuquerque
Bernalillo
Las Cruces
Santa Fe

New York

Albany
Brooklyn Diocese
Buffalo
Hartsdale
Homer
Ithaca
New York City
Niagara Falls
Rochester
Schenectady
Syracuse Co.

North Carolina

Charlotte
Jackson
Rockingham
Rocky Mount
Swain Co.

North Dakota

Bismarck

Ohio

Akron
Allensville
Cincinnati
Cleveland
Coolville
Dayton
Fairborn
Franklin
Hamden
Loveland
Rutland
Salisbury
Toledo
Trotwood
Warren
Wellston
Youngstown

Oklahoma

Okmulgee
Tulsa

Oregon

Canby
Hermiston
Portland
Warm Springs

Pennsylvania

Altoona
Bethlehem
Berks Co.
Bristol
Erie
Johnstown
Lancaster
Media
Mc Keesport
Morgantown
New Kensington
Norristown
Parkesburg
Philadelphia
Pittsburgh
Pleasants
Roslyn
Warminster
York Springs

South Carolina

Anderson Co.
Charleston
Conway
Sumter

South Dakota

Rapid City
Sioux Falls

Tennessee

Chattanooga
Knoxville
Memphis
Nashville

Texas

Abilene
Austin
Corpus Christi
Dallas
Ft. Worth

Utah

Granite

Vermont

Brattleboro

Virginia

Appalachia
Chesapeake
Fairfax Co.
Richmond

Washington

Granger
Seattle
Spokane
Tacoma
Yakima

Washington, D. C.

West Virginia

Allegheny Co.
Canton Twp.
Cassville
Clarksburg
Cool Springs
Elizabeth
Marshall Co.
Ohio Co.
Preston
Roanoke
Union Town

Wisconsin

Bayfield
Kenosha
Milwaukee

Wyoming

Ft. Washakie

APPENDIX E

SPECIAL SURVEY OF PROJECT HEAD START

ETS has been requested to provide a survey of the most promising practices and materials utilized in Project Head Start programs throughout the nation. This independent contract is not an evaluation of the program. Evaluation is being undertaken by the OEO.

This independent study will utilize professional people from several disciplines to visit and observe programs in all regions.

The purposes of these observations are to compile descriptions of the following aspects of the programs:

1. What are the characteristics and developmental status of the children?

2. What are the behavioral patterns and activities of the children as they participate in the program?

3. What is the situation (physical facilities and activities) provided in each center for the children and for parents?

4. What are the materials utilized in the activities (games, equipment, A-V aids, books, etc.)?

5. What are the roles or functions of the adults working with the children (teachers, teacher aides, parents, other community participants)?

6. What materials, physical facilities or staff, are seen by the staff as needed but not available to them?

APPENDIX F

OUTLINE FOR SUMMARY OF OBSERVATIONS OF PROJECT HEAD START

I. WHAT IS THE CHILD OF POVERTY LIKE AS A LEARNER?

A. His attitude toward other children

B. His attitude toward his own parents

C. His attitude toward adults generally

D. His behavior in a class group

E. Sex differences in behavior and attitude

F. His favorite activities

G. Special taboos

H. His characteristics that affect class organization

I. His characteristics that affect teaching methods

J. His characteristics that affect learning materials

K. In which of the above characteristics is the child of poverty different from his middle-class age mates? Different in what ways? With that consequences for the characteristics reported in A-J?

L. In which characteristics is the city slum child different from poverty-stricken children with rural or small town backgrounds?

M. In which characteristics is the rural-poor child different from the others?

N. In which characteristics is the poor child in the small town distinctive?

O. Are there methods or materials which are uniquely appropriate for children in any of the L-M-N groups above--though not for the others?

.....

II. HOW HAVE THE BEST LEARNING SITUATIONS BEEN OBTAINED? (Conceding that there is not likely to be one "best" learning situation for all circumstances.)

A. With what role for the Project Head Start administrator? How learned?

B. With what roles for community leaders? Which leaders? How learned? How organized?

C. With what roles for the press and established social agencies?

D. What problems have been common in the organization of good learning situations? How have they been overcome most successfully? What shortcomings appear to be the most difficult to eliminate?

E. What special methods or "ingredients" have appeared to be of particular aid in establishing a good learning situation? Where did they come from?

F. Pertaining only to the organization and administration of the good learning situations, what materials and types of information have (a) appeared to be the most useful and (b) appeared to be promising but lacking?

1. For use with community leaders
2. For use with school authorities
3. For use by teachers, formal and informal
4. For use by parents
   a. In the culturally deprived group
   b. In the middle-class (but anxious) group
5. For use by the press

G. What forms of cooperative action have appeared to be the most fruitful? How started? How coordinated? How organized to run smoothly?

H. What are some of the observed pitfalls in the path of cooperative action?

.....

III. WHAT ARE THE BEST LEARNING SITUATIONS LIKE?

A. In terms of administrative arrangements

B. In terms of community involvement

C. In terms of instructional organization

1. Teaching teams
2. Aides, paid and unpaid
3. Supervision and administrative support
4. Utilization of space and facilities
5. Teacher selection (what criteria?) and special training for teachers of early-learners
6. Utilization of volunteer talent

D. In terms of instructional goals and emphases

1. Child-centered vs. teacher-centered vs. subject-centered
2. What is the curriculum like? The statement of goals? Agreement on goals?
3. How is the teacher's work judged?
4. What emphases in learning may be deduced from the materials available to the children in the classroom?

E. In terms of children's activities

1. In classroom groups
2. In the school area-playground, lunchroom, other places
3. On trips into the community

F. In terms of adult involvement

1. Parents
2. Other adults in community, paid and unpaid
3. Teen-agers, paid and unpaid

G. In terms of learning materials

1. Formal, purchased or specially constructed materials
2. Materials created by teachers or aides
3. Materials created or modified by the children themselves

H. In terms of classroom management

I. In terms of physical plant

.....

IV. WHAT HAVE BEEN THE BEST OBSERVED METHODS AND MATERIALS FOR AIDING THE EMOTIONAL DEVELOPMENT OF THE CHILD?

A. Giving him the experience of success and creating a confidence of success in learning

1. Methods
2. Activities or experiences
3. Materials used (by teacher, or the aide, or the parent, or the child)
4. Materials needed (by teacher, aide, parent, or child)

B. Encouraging spontaneity, curiosity, self-discipline

1. Methods
2. Activities or experiences
3. Materials used
4. Materials needed

C. Increasing his sense of dignity and self-worth

1. Methods
2. Activities or experiences
3. Materials used
4. Materials needed

.....

V. WHAT HAVE BEEN THE BEST OBSERVED METHODS AND MATERIALS FOR AIDING THE SOCIAL DEVELOPMENT OF THE CHILD?

A. Increasing his capacity to relate positively to the school environment--the classroom situation, the teacher, other children, adults in authority

1. Methods
2. Activities and experiences

3. Materials used

4. Materials needed

B. Increasing his capacity to relate positively to his family

1. Methods

2. Activities and experiences

3. Materials used

4. Materials needed

C. Strengthening the family's ability to relate positively to the child

1. Methods

2. Experiences and activities for parents

3. Materials used

4. Materials needed

D. Developing in the child and his family a more responsible attitude toward society

1. Methods

2. Experiences and activities--for parents, for children, for both together

3. Materials used--with parents and with children

4. Materials needed

.....

VI. WHAT HAVE BEEN THE BEST OBSERVED METHODS AND MATERIALS FOR ENCOURAGING THE INTELLECTUAL DEVELOPMENT OF THE CHILD SO THAT HE IS READY FOR FORMAL SCHOOLING?

A. In the knowledge and skills of logical reasoning

1. Methods

2. Activities and experiences

3. Materials used

4. Materials needed

B. In concepts of space and time

1. Methods

2. Activities and experiences

3. Materials used

4. Materials needed

C. In understanding mathematics

1. Methods

2. Activities and experiences

3. Materials used
4. Materials needed

D. In the skills of oral communication
1. Methods
2. Activities and experiences
3. Materials used
4. Materials needed

E. In learning about the world
1. Methods
2. Activities and experiences
3. Materials used
4. Materials needed

F. In development of imagination and curiosity
1. Methods
2. Activities and experiences
3. Materials used
4. Materials needed

G. In building acceptable concepts of human behavior and social responsibility
1. Methods
2. Activities and experiences
3. Materials used
4. Materials needed

.....

VII. WHAT HAVE BEEN THE BEST TECHNIQUES YOU HAVE SEEN DEMONSTRATED FOR REACHING AND INVOLVING THE PARENTS OF DEPRIVED CHILDREN WITH CONSTRUCTIVE HELP?

A. By means of general media, as in news stories and TV appeals
B. By means of coordinated efforts by existing social agencies
C. Through visitation by full-time professional social workers
D. Through part-time efforts of the teachers of the children
E. By means of programs of activities for parents
F. By involvement of parents in the instructional program for their children, as aides
G. Through efforts of volunteers, both adult and teen-age
H. Other

.....

VIII. RECALLING ONLY THE BEST OF THE HEAD START PROGRAMS YOU HAVE OBSERVED, WHAT KINDS OF THINGS (MATERIAL, SPIRITUAL, PECUNIARY, INTELLECTUAL) WOULD HAVE MADE THEM BETTER?

A. Things pertaining to OEO support

B. Things pertaining to community support and involvement

C. Things pertaining to organization and administration of the local project

D. Things pertaining to staffing the project--teachers, aides, etc.

E. Things pertaining to exploitation of local resources in people and ideas

F. Things related to the materials of instruction.

.....

IX. WHICH OF YOUR OBSERVATIONS HAVE SPECIAL IMPORT FOR OEO IN THEIR PLANNING OF ANOTHER ROUND OF HEAD START EFFORTS?

.....

X. WHICH OF YOUR OBSERVATIONS RELATE TO PROBLEMS OR PHENOMENA THAT ARE LIKELY TO BE CRITICAL TO PUBLIC EDUCATION IN THE NEXT DECADE?

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